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ABSTRACT

This learning module is designed to provide the student with an overview of the main areas and manner in which linguistics has influenced second-language teaching and to enable him to: (a) identify the characteristics of language; (b) identify the characteristics of linguistic analysis; (c) define the role of transformational-generative grammar, structural grammar, and contrastive linguistics in second-language teaching; (d) define grammar; and (e) identify the linguistic principles upon which specific materials in ESL (English as a Second Language) are based. Enabling activities include a variety of readings and complementary activities as well as several exercises. Pre- and post-measurement instruments are included. (HMD)

ED 095130

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.02 LINGUISTICS AND SECOND-LANGUAGE TEACHING

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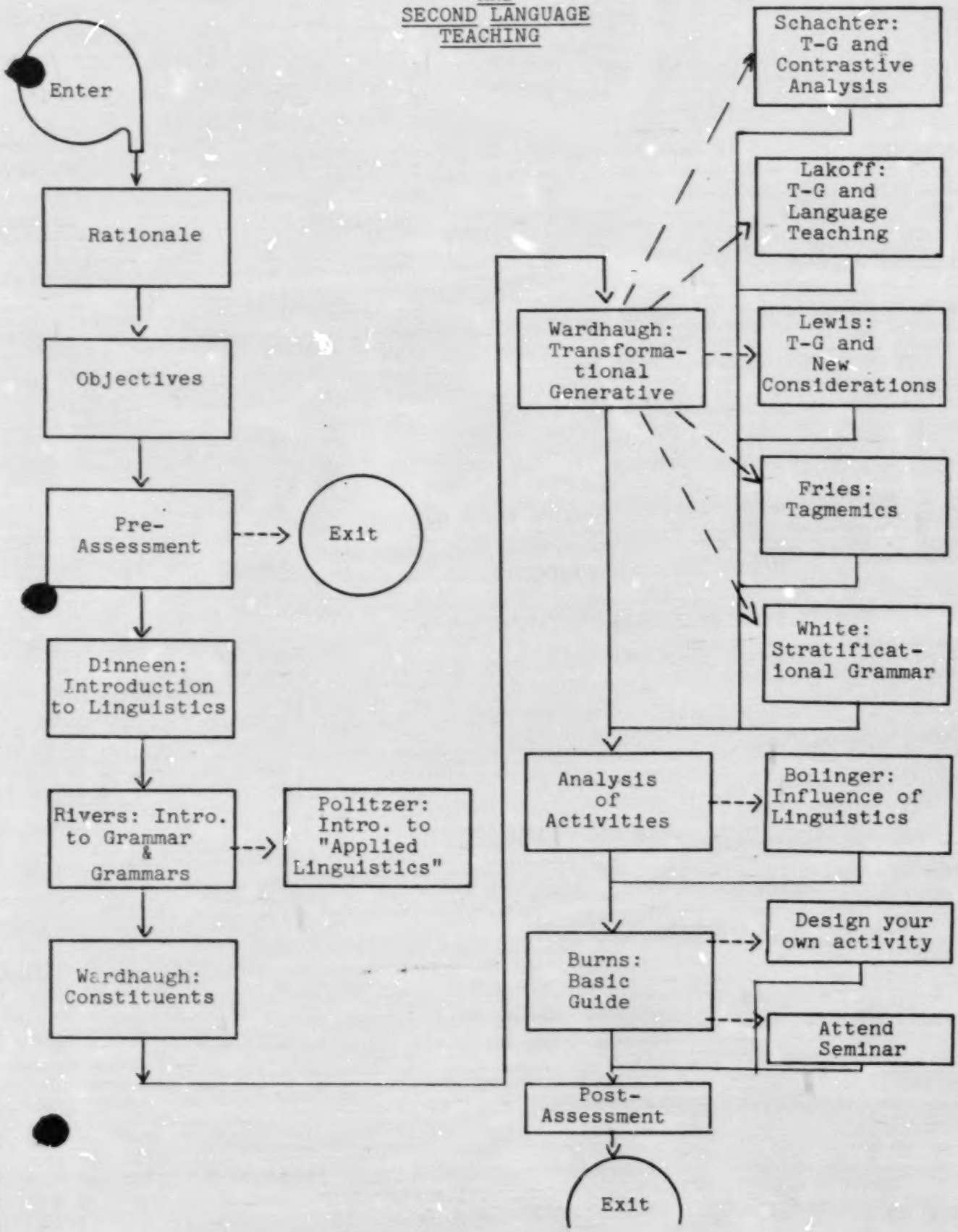
LINGUISTICS AND SECOND LANGUAGE TEACHING



RATIONALE

During the past twenty years, linguistics has had an ever-increasing influence on language learning and teaching. As an "applied" science for language teachers, linguistics functions as a tool for more effective instruction. It is a means, rather than an end in itself.

This unit of work will provide the participant with an overview of the main areas and manner in which linguistics has influenced second-language teaching.

OBJECTIVES

Given a series of activities on the relevance of linguistic research to second-language teaching, the participant will be able to:

- -identify the characteristics of language.
- -identify the characteristics of linguistic analysis.
- -define the role each of the following linguistic fields plays in second-language teaching:
  - -Transformational-Generative Grammar
  - -Structural Grammar
  - -Contrastive Linguistics
- -define "grammar."
- -identify the linguistic principles upon which specific instructional materials in E.S.I. are based.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each.

I. List and define ten characteristics of language.

II. List and define five characteristics of linguistic analysis.

III. Define "grammar."

IV. Explain the relevance the following branches of linguistics have for the language teacher:

A. Transformational-Generative Grammar

B. Structural Grammar

C. Contrastive Linguistics

V. Identify in a short essay for each item the effect of transformational-generative grammar and/or structural grammar on the following E.S.L. material:

A. Give the pupils sentence patterns such as "The ---- is very heavy." Using the words from the previous activity, lead the pupils to understanding that when a word fits a pattern such as this, it is called a noun. Similarly, show pupils how the plural form, possessive form, and the use of an article indicate that a word is being used as a noun.

B. Rather than having children identify the parts of speech in a sentence written by you, encourage them to write sentences with nouns. Also, you may wish to provide them with sentences having a blank in the noun position and encourage the children to fill in the blank with the appropriate noun. In any case, place the emphasis on writing rather than on identifying.

C. Give the pupils much practice in putting groups of words into an order which communicates. This

can be done as a writing exercise in which scrambled words are given for the pupil to make into a sentence. Such practice is often more fun and more profitable when the teacher gives each child a large piece of cardboard with a word printed on it and has the pupils stand in front of the room holding their cards. They must then shift their positions to get the words into an order which communicates a message. Some groups of words can be arranged into two or more different messages: "the six o'clock time is."

D. The concept of sentence completeness and the role of subjects and predicates can be dramatized by asking children to reduce sentences into telegram form. For instance, the sentence "The big bully, who was crying loudly, ran quickly home to his mother" could be reduced in telegram form to "Bully ran home." Similarly, pupils can take telegram sentences containing just subjects, predicates, and objects and expand them into more descriptive sentences.

I. Required:

A. Read:

Francis P. Dinneen, S. J., An Introduction to General Linguistics (New York: Holt, Rinehart and Winston, Inc., 1967), pp. 1-18.

Activity: Focus your attention on the following questions as you read Dinneen's overview:

1. Define "linguistics."
2. How does the linguistic study of language differ from other studies?
3. Explain scientific, unscientific, and nonscientific studies.
4. Is "scientific" completely synonymous with "exact"? Explain.
5. Give an example of a study that is exact but not scientific.
6. What is the chief difference between linguistics and traditional school grammar?
7. Contrast the descriptive and prescriptive approaches to language.
8. Explain what is meant by the objectivity of linguistics and the subjectivity of humanistic language study.
9. What features does the linguist assume to be characteristic of all languages?
10. Explain what is meant by the statement that language is sound.
11. Explain what is meant by the statement that language is linear.
12. Explain what is meant by the statement that language is systematic.
13. Explain what is meant by the statement that language is meaningful.

14. Explain what is meant by the statement that language is a system of systems.

15. Explain what is meant by the statement that language is arbitrary and conventional.

16. Explain what is meant by the statement that language is a system of contrasts.

17. Explain what is meant by the statement that language is creative.

18. Explain how languages are both unique and similar.

19. Explain the difference between the differential and referential functions of linguistic units.

20. Explain what is meant by formal, structural analysis.

B. Read:

Wilga M. Rivers, Teaching Foreign-Language Skills (Chicago: University of Chicago Press, 1968), pp. 56-70.

Activity: Answer the following based on your reading of Rivers.

1. What is "grammar."

2. "... scholars who have dared to rewrite the grammar of an established language have been treated as iconoclasts and dangerous heretics."[1] Why?

3. Restate the basic issues of the following:

   a. Immediate-constituent or Phrase-Structure Grammar

   b. Transformational-Generative Grammar

   c. British Multi-level Linguistic System

C. Read:

Ronald Wardhaugh, Introduction to Linguistics (New York: McGraw-Hill, 1972), pp. 79-97.

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[1] Wilga M. Rivers, Teaching Foreign-Language Skills (Chicago: University of Chicago Press, 1968), p.57.

Activity: Complete the following[1] based on your reading of Wardhaugh.

1. Diagram the constituent structure of each of the following words, phrases and sentences. Explain the cuts you make if an explanation appears to be necessary.

   a. Dehumanize

   b. Retractable

   c. Antiwar movements

   d. A very old brick house down the street

   e. His young friend arrived yesterday.

   f. Can you see what I see?

2. Diagram the constituent structure of each of the following sentences and label the constructions as structures of modification, predication, and so on:

   a. The two boys left early.

   b. He bought some bread and cheese.

   c. I cannot understand what she is saying.

   d. Did you do that? Certainly not!

3. Use constituent-structure diagrams to resolve the ambiguities of the following. In which cases do you need some further labeling of the structures to resolve the ambiguity?

   a. Flying planes can be dangerous.

   b. It's too hot to eat.

   c. Mentally Retarded Teachers Sought By Education Department

   d. I like John's picture.

   e. Girl Hunter Says Father Sets Example

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[1] Ronald Wardhaugh, Workbook to Accompany Introduction to Linguistics (New York: McGraw-Hill Book Co., 1972), pp. 73-88.

4. Describe the basic sentence pattern used in each of the following sentences:

   a. The boy is big.

   b. The dog chased the cat.

   c. They elected him president.

   d. The men are all friends.

   e. The girls go quite often.

   f. All the students wrote very good papers.

   g. John seems happy.

   h. Your friend is at the door.

   i. After the war ended, they presented the medal to him.

   j. They will leave when you send him the answer.

D. Read:

Ronald Wardhaugh, Introduction to Linguistics (New York: McGraw-Hill, 1972), pp. 98-110.

Activity: Complete the following[1] based on your reading of Wardhaugh.

1. Express the distinction between the following terms:

   a. Deep structure / surface structure

   b. Phrase-structure rules / transformational rules

2. Write out all the "sentences" each of the following grammar generates. If this is not possible, indicate why not.

   a. A ---> BC

      B ---> D(F)

      D ---> G$\begin{Bmatrix} H \\ I \end{Bmatrix}$

      F ---> JK

[1] Ronald Wardhaugh, Workbook to Accompany Introduction to Linguistics (New York: McGraw-Hill Book Co., 1972), pp. 90-98.

b. A ---> B(C)

B ---> D $\left\{\begin{matrix}E\\F\end{matrix}\right\}$

F ---> G(HI)

c. A ---> (B)CD

C ---> $\left\{\begin{matrix}E\\F\end{matrix}\right\}$

E ---> D(G)

F ---> (A)H

D ---> $\left\{\begin{matrix}I\\B\end{matrix}\right\}$

3. Write ten acceptable English sentences which the following rules generate. Write ten unacceptable sentences which the rules generate. Why are they unacceptable?

a. S ---> NP + VP

b. VP ---> $\left\{\begin{matrix}Vt + NP\\Vi\end{matrix}\right\}$ (Adv)

c. Adv ---> $\left\{\begin{matrix}Time\\Place\end{matrix}\right\}$

d. NP ---> (D) + N

e. Vt ---> stopped, stole, took, lost, moved

f. Vi ----> stood, fell, rushed, died

g. Time ----> yesterday, recently

h. Place ---> outside, behind

i. D ---> this, a, much

j. N ---> boy, dog, apples, cars, cake, cows, money

4. Each of the following sentences has a part which is missing from its surface structure, but which can be understood from that structure. What is the part of the deep structure that is missing in each case? Write out a full sentence which contains the understood part.

a. I can do it if you can.

b. I expect her to go but not him.

c. Mary is prettier than Joan.

d. John must have seen it and Peter too.

e. Mary bought a pretty red dress and a green one.

f. If you are going to speak to him, I'm not.

g. He ate some mushrooms, but she didn't.

h. John and Mary kissed.

i. John is going to make one for Fred, and vice versa.

j. I couldn't have gone last week, nor could Peter.

E. Analyze the following language activities.[1] Are they based on recent linguistic discoveries? Substantiate your answers.

1. Lead pupils to recognize structural clues for identifying the verbs, the adjectives, and the adverbs in a sentence, following a pattern such as the above. Make use of sentence patterns and structural elements, such as helping verbs, the bound morpheme "est," and the bound morpheme "ly." For instance, demonstrate that an adjective fits the sentence pattern, "It is very - - - -," and takes the "er" and "est" form to show comparison.

2. To dramatize the importance of word order in the English language, present the pupils with garbled groups of words, such as "down with me play here and come." Encourage children to generalize that while we know the meaning of each word separately, we are unable to make sense out of the message unless the words are put in an order which communicates.

3. Building on the idea of the telegram sentences, give pupils basic sentence patterns, such as the noun-verb pattern, and ask them to expand these into longer, more complex sentences. Similarly, they can be given a sample composition, written by the teacher, in which all the sentences are of one pattern, and they can expand and elaborate on these to get a variety of sentence patterns into the composition.

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[1]Gerald G. Duffy, Teaching Linguistics (New York: The Instructor Publications, Inc., 1969), pp. 27-28.

4. When teaching pupils about the parts of speech emphasize the function of the words rather than the nomenclature. An activity such as the following is often useful. Place words on the board which can serve as both nouns and verbs, such as "fish," "powder," and "change." Encourage children to make up sentences using these words, such as:

   a. The fish is very big.

   b. I will fish in the stream.

   c. The powder smells good.

   d. I will powder my face.

   Encourage children to generalize that the same word can play different roles in a sentence and have them select other words to pattern.

F. Read:

Paul C. Burns, "Linguistics: A Brief Guide for Principals," in John F. Savage, Linguistics for Teachers (Chicago: Science Research Associates, Inc., 1973), pp. 33-41.

Activity: Prepare a brief teaching activity for Puerto Rican Spanish speakers based on your reading of Burns.

II. Optional

A. Read:

Robert L. Politzer and Frieda N. Politzer, Teaching English as a Second Language (Lexington, Mass: Xerox College Publishing, 1972), pp. 3-24.

Activity: Consider the following:

1. What are the "linguistic views of language"?

2. What is the "meaning of Applied Linguistics"?

B. Read:

Paul Schachter, "Transformational Grammar and Contrastive Analysis," in Harold B. Allen and Russell N. Campbell, eds., Teaching English as a Second Language (New York: McGraw-Hill, 1972), pp. 268-275.

Activity: Compare / contrast the rules to form relative clauses in English and Spanish. Are the "linking," "alteration," and "subordinating" rules the same?

C. Read:

Robin Lakoff, "Transformational Grammar and Language Teaching" in Allen and Campbell, Teaching English as a Second Language: A Book of Readings (New York: McGraw-Hill, 1972), pp. 60-79.

Activity: Summarize Lakoff's views on the contributions of transformational grammar to language teaching.

D. Read:

Karen Reinertsen Lewis, "Transformational-Generative Grammar: A New Consideration to Teaching Foreign Languages," The Modern Language Journal Vol LVI (January, 1972), pp. 3-10.

Activity: Discuss the following:

1. "A student's competence in language is his potential."

2. What benefits can the language teacher derive from transformational-generative grammar?

E. Read:

Peter H. Fries, "Tagmemics," in Virginia P. Clark, Paul A. Eschholz, and Alfred F. Rosa, eds., lan/guage (New York: St. Martin's Press, 1972), pp. 194-208.

Activity: Be prepared to answer the following:

1. Explain: "Tagmemics is a slot and filler grammar."

2. Summarize the basic characteristics of tagmemics.

3. Define the following:

   a. Particle view

   b. Wave view

   c. Field view

   d. Phonological hierarchy

   e. Lexical hierarchy

   f. Grammatical hierarchy

F. Read:

John White, "Stratificational Grammar," in Virginia P. Clark, Paul Eschholz, and Alfred F. Rosa, eds., lan/guage (New York: St. Martin's Press, 1972), pp. 185-193.

Activity:

1. In reading White's article focus your attention on the following questions:

   a. What are the conspicuous differences among stratificational theory, structural grammar, and transformational grammar?

b. What are the strata of English?

c. What advantages does White feel stratificational grammar offers over other theories?

2. Develop a description of an English phoneme (similar to the /K/ used by Fries) to illustrate the principles of contrast, variation, and distribution.

G. Read:

Dwight Bolinger, "The Influence of Linguistics: Plus and Minus," TESOL Quarterly VI (June, 1972), pp. 107-120.

Activity: Discuss: Except as a slogan there is no "linguistic method."

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

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Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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